

# Paulsboro Schools



## Curriculum

### Exploring Shakespeare

Grade < 11/12

<2012 - 2013>

\* For adoption by all regular education programs  
Board Approved: Sept. 2012  
as specified and for adoption or adaptation by  
all Special Education Programs in accordance  
with Board of Education Policy.

# PAULSBORO SCHOOL DISTRICT

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# Paulsboro Schools Mission Statement

The mission of the Paulsboro School District is to provide each student educational opportunities to assist in attaining their full potential in a democratic society.

Our instructional programs will take place in a responsive, community based school system that fosters respect among all people.

Our expectation is that all students will achieve the New Jersey Core Curriculum Content Standards (NJCCCS) at every grade level.

# INTRODUCTION, PHILOSOPHY OF EDUCATION, AND EDUCATIONAL GOALS

**Introduction/Philosophy:** Introduction/philosophy: The philosophy of the Paulsboro School District Language Arts Literacy Program is to provide students with a multitude of educational opportunities and 21<sup>st</sup> century skills necessary for the lifelong learning. The educational program takes into account the physical, social, and emotional needs of every student. We recognize that students come to school with prior knowledge and learn best when they can communicate views effectively through reading, writing, listening, thinking, and viewing the world in which we live. Emphasis on language is placed on authentic, problem/ project based situations that provide opportunities for students to interact with new understandings which they link to prior knowledge. Through open-ended activities, students engage in interdisciplinary studies based where they are and take their learning as far as possible. Because of the global and ever changing nature of our society, the Language Arts Literacy Program will engage students with the experiences necessary to develop the threshold skills of critical thinking, strategizing, communicating, and acting democratically in the world.

## Educational Goals (taken from NJCCCS)

1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes
2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.
3. Investigate, research, and synthesize information from various media sources.>

# New Jersey State Department of Education Core Curriculum Content Standards

## A note about Science Standards and Cumulative Progress Indicators:

The New Jersey Core Curriculum Content Standards for **Science** were revised in **2009**. The Cumulative Progress Indicators (CPI's) referenced in this curriculum guide refer to these new standards and may be found in the Curriculum folder on the district servers. A complete copy of the new Core Curriculum Content Standards for Mathematics may also be found at:

<http://www.njcccs.org/search.aspx>

clicking on this link will take you here:

The screenshot shows the search interface for the New Jersey Core Curriculum Content Standards. The page title is "Academic Standards 2009 New Jersey Core Curriculum Content Standards". The search criteria section includes:

- Standards Search Criteria**
- Select Format Option:**  Standards  Learning Progressions/Horizontal Matrix
- Select Content Area:** Science
- Select Grade(s):** Preschool through 9 - 12
- Select Standard(s):**  All,  5.1- Science Practices,  5.2- Physical Science,  5.3- Life Science,  5.4- Earth Systems Science
- Select Strand(s):** [Dropdown menu]
- Buttons:** Search, Clear Search

The **Download Options** section includes:

- 21st Century Units
- Classroom Application Documents (CADs)
- \* Content Area selection required. All other options are not applicable to Units or CADs at this time.

Callouts provide instructions:

- "Pick your content area" points to the "Select Content Area" dropdown.
- "Select the grade level you're working on here" points to the "Select Grade(s)" dropdowns.
- "Select all to see all the standards that apply" points to the "All" checkbox under "Select Standard(s)".
- "Click search to start process" points to the "Search" button.
- "Find CPI's, assessments, and resources here" points to the "Download Options" section.

At the bottom, there is a "Keyword Site Search" section with a "Keyword:" input field and a "Search" button. The footer contains links for "Contact Us", "Privacy Notice", "Legal Statement", and "Accessibility Statement".

This page has been added to help with clarity of purpose for the curriculum writer. It may be deleted when the document is complete.

# New Jersey State Department of Education Core Curriculum Content Standards

## A note about Science Standards and Cumulative Progress Indicators:

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<http://www.njcccs.org/search.aspx>

The next portion of this document deals with identifying the Essential questions, Enduring Understanding and Conceptual Understandings. These are the big ideas, important concepts that you want students to leave with.... The things they need to know in order to master the concept being taught. You can find these essential questions in the NJCCCS at the website above

We took a guess and assumed that each quarter, or marking period, would have about 4 big ideas to cover. You may have more or less. You can add or delete boxes as necessary.

Content Area		Science	
<b>Standard</b>		<b>5.1 Science Practices:</b> All students will understand that science is both a body of knowledge and an evidence-based, model-building enterprise that continually extends, refines, and revises knowledge. The four Science Practices strands encompass the knowledge and reasoning skills that students must acquire to be proficient in science.	
<b>Strand</b>		<b>A. Understand Scientific Explanations :</b> Students understand core concepts and principles of science and use measurement and observation tools to assist in categorizing, representing, and interpreting the natural and designed world.	
end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
P	Who, what, when, where, why, and how questions form the basis for young learners' investigations during sensory explorations, experimentation, and focused inquiry.	5.1.P.A.1	Display curiosity about science objects, materials, activities, and longer-term investigations in progress.
4	Fundamental scientific concepts and principles and the links between them are more useful than discrete facts.	5.1.4.A.1	Demonstrate understanding of the interrelationships among fundamental concepts in the physical, life, and Earth systems sciences.

This page has been added to help with clarity of purpose for the curriculum writer. It may be deleted when the document is complete.

# Scope and Sequence Map

## Quarter 1

### Big Idea 1

Shakespeare and the Elizabethan Age

### Big Idea 2

Poetry of Shakespeare

### Big Idea 3

Shakespeare's Comedies

## Quarter 2

### Big Idea 1

Shakespeare's Tragedies

### Big Idea 2

Shakespeare's Histories

### Big Idea 3

Performance

The next portion of this document deals with management of curriculum. Essential Questions, Enduring Understandings, and Sample Conceptual Understandings can be taken from the NJCCCS for each discipline found at:

<http://www.nj.gov/education/aps/cccs/>

Suggestions for Instructional tools/ materials/technology/ resources/ learning activities/ Inter-discipline Activities and assessment models can be found in the CPI's (Cumulative Progress Indicators) portion of the NJCCCS; or may be materials you already use. If you chose to use your own materials they need to be of equal or better quality and at the same high cognitive levels that are noted in the parenthesis in the CPI's.

Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teachers.

You need to have one page like this for every Big Idea you identified on the Scope and Sequence Map pages of this document.

This page has been added to help with clarity of purpose for the curriculum writer. It may be deleted when the document is complete.



# Curriculum Management System – Big Idea 1

<p><b>Exploring Shakespeare</b></p>	<p><b>Suggested days of instruction: 2 weeks</b></p>	
<p><b>Quarter 1</b> <b>Objective/ Cluster</b> <b>Concept/ Cumulative</b></p>	<p><b>Big Idea 1</b> <b>Shakespeare and the Elizabethan Age</b></p>	
<p><b>Progress Indicators</b> Taken from CPI's in NJCCCS standards <a href="http://www.nj.gov/education/aps/cccs/">http://www.nj.gov/education/aps/cccs/</a></p>	<p><b>Topic:</b> Exploring Shakespeare's life and times</p>	
<p><b>The student will be able to:</b></p> <p>RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>SL.11-12.2. Integrate multiple sources of information presented in diverse formats</p>	<p><b>Overarching Goals:</b></p> <ol style="list-style-type: none"> <li>1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes</li> <li>2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.</li> <li>3. Investigate, research, and synthesize information from various media sources.&gt;</li> </ol>	
	<p><b>Goal 1:</b> The student will be able to analyze the effects of historical or cultural influences/events on texts.</p> <p><b>Goal 2:</b> The student will be able to research and present findings about a playwright.</p>	
	<p><b>Essential Questions:</b></p> <p>How did the era in which Shakespeare lived influence and reflect his writing?</p> <p>How has Shakespeare's work influenced our time?</p> <p><b>Enduring Understanding:</b></p> <p>Shakespeare has an enduring influence on language, as well as classical and popular culture.</p>	<p><b>Suggested Learning Activities:</b></p> <ul style="list-style-type: none"> <li>• View videos about Shakespeare and respond in journals</li> <li>• Research and create a Power Point slide(s) on an aspect of Shakespeare's life</li> <li>• Scavenger Hunt for Shakespeare allusions</li> <li>• Create a class newspaper with articles, pictures, and puzzles about Shakespeare</li> <li>• Journal responses to biographical and semi-biographical films</li> <li>• Create a running glossary of terms</li> <li>• Webquest</li> </ul>

and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

### **Assessment Models:**

- Journal responses
- Power point research project
- Collaborative work
- Quizzes

### **Additional resources:**

Films, including:

- *Shakespeare in Our Time*
- *Why Shakespeare?*
- *Shakespeare in Love* (excerpts)
- *Anonymous* (excerpts)
- *Elizabeth*

Readings, including:

- Newspaper articles
- Historic pieces
- Excerpts from various plays

Internet

- The Complete Works of Shakespeare (<http://shakespeare.mit.edu>)
- Folger Shakespeare Library (<http://www.folger.edu>)
- National Endowment for the Arts ([www.shakespeareinamericancommunities.org](http://www.shakespeareinamericancommunities.org))
- The Elizabethan Age (<http://elizabethan.org>)
- PBS: In Search of Shakespeare (<http://www.pbs.org/shakespeare/ecucators>)

Laptops

Smartboard

Journals

# Curriculum Management System - Big Idea 2

<p><b>Exploring Shakespeare</b></p>	<p>Suggested days of instruction: 2 weeks</p>	
<p><b>Quarter 1 Objective/ Cluster Concept/ Cumulative Progress Indicators</b></p> <p>Taken from CPI's in NJCCCS standards  <a href="http://www.nj.gov/education/aps/cccs/">http://www.nj.gov/education/aps/cccs/</a></p>	<p><b>Big Idea</b> Poetry of Shakespeare</p>	
<p><b>The student will be able to:</b></p>	<p><b>Topic: Sonnets</b></p>	
<p>W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>. L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p><b>Overarching Goals:</b></p>	
	<ol style="list-style-type: none"> <li>1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes</li> <li>2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.</li> <li>3. Investigate, research, and synthesize information from various media sources.&gt;</li> </ol>	
	<p><b>Goal 1:</b> The student will be able to analyze the language of a sonnet and respond to its ideas.</p>	
	<p><b>Essential Questions:</b></p> <p>What is poetry?</p> <p>How did Shakespeare structure language to create meaning and effect?</p> <p><b>Enduring Understanding:</b></p> <p>Shakespeare was a master of language and poetic technique.</p>	<p><b>Learning Activities:</b></p> <ul style="list-style-type: none"> <li>• Running glossary with important vocabulary</li> <li>• Journal reactions to sonnets</li> <li>• Students paraphrase, summarize, and write a brief essay response of a sonnet of their choice</li> <li>• Memorize and present a sonnet in class</li> <li>• Write a Shakespearean sonnet</li> <li>• Dialectical journals</li> </ul> <p><b>Assessment Models:</b></p> <ul style="list-style-type: none"> <li>• Classwork</li> <li>• Journals</li> <li>• Essay</li> <li>• Presentation</li> <li>• Research</li> <li>• Sonnets</li> </ul>

		<b>Additional resources:</b>
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Various sonnets by Shakespeare

Various poetry books

Internet, including [www.shakespeare-sonnets.com](http://www.shakespeare-sonnets.com)

Laptops

Smartboard

Journals

# Curriculum Management System – Big Idea 3

<p><b>Exploring Shakespeare</b></p>	<p><b>Suggested days of instruction: 6 weeks</b></p>	
<p><b>Quarter 1 Objective/ Cluster Concept/ Cumulative Progress Indicators</b></p> <p>Taken from CPI's in NJCCCS standards  <a href="http://www.nj.gov/education/aps/cccs/">http://www.nj.gov/education/aps/cccs/</a></p> <p><b>The student will be able to:</b></p> <p>RL-11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source</p>	<p><b>Big Idea</b>          Shakepeare's Comedies</p> <p><b>Topic:</b> Comic technique</p> <p><b>Overarching Goals:</b></p> <ol style="list-style-type: none"> <li>1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes</li> <li>2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.</li> <li>3. Investigate, research, and synthesize information from various media sources.&gt;</li> </ol> <p><b>Goal 1:</b> The student will be able to analyze and evaluate the importance of setting and character to a play's plot.</p> <p><b>Goal 2:</b> The student will be able to compare and contrast various film adaptations of Shakespeare's comedies.</p>	
	<p><b>Essential Questions:</b></p> <p>Is there a connection between Shakespearean and present day comedy?</p> <p>How does character confusion contribute to the audience's experience of comedy?</p>	<p><b>Learning Activities:</b></p> <ul style="list-style-type: none"> <li>• Running glossary (comic terms)</li> <li>• Scene comparisons between print and film</li> <li>• Comparison/contrast between classic interpretations and modern interpretations (essay or model)</li> <li>• Personal journal responses on film/text</li> <li>• Scene performances</li> <li>• Pre-reading activities, including role play, comic versions, streaming informational videos from online sources, class notes, Smart Board activities</li> </ul>

text. (Include at least one play by Shakespeare and one play by an American dramatist.)

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

## Enduring Understandings:

Comedy has not changed significantly since Shakespeare's time.

Character and gender confusion are a staple of Shakespeare's comedies.

- Quiz on comedies
- Comparison/contrast paper on film
- Updating a selected comedic scene
- Theater games

### Assessment Models:

- Journals
- Classwork
- Quizzes
- Performance
- Group work
- Smart Response assessments

### Additional resources:

Shakespeare's comedies, including:

- *A Midsummer Night's Dream*
- *Twelfth Night*
- *The Taming of the Shrew*
- *As You Like It*

Movies, excerpts or full length:

- *Much Ado About Nothing*
- *Twelfth Night*
- *She's the Man*
- *A Midsummer Night's Dream*
- *The Taming of the Shrew*
- *10 Things I Hate About You*

Center for Learning resources

Laptops

Smart Board

Journals

# Curriculum Management System Big Idea 1

<p><b>Exploring Shakespeare</b></p>	<p>Suggested days of instruction: 6 weeks</p>	
<p><b>Quarter 2 Objective/ Cluster Concept/ Cumulative Progress Indicators</b></p> <p>Taken from CPI's in NJCCCS standards  <a href="http://www.nj.gov/education/aps/cccs/">http://www.nj.gov/education/aps/cccs/</a></p> <p><b>The student will be able to:</b></p>  <p>RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p> <p>W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes</p>	<p><b>Big Idea 1</b> Shakespeare's Tragedies</p>	
	<p><b>Topic:</b> Tragic plays</p>	
	<p><b>Overarching Goals:</b></p>	
	<ol style="list-style-type: none"> <li>1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes</li> <li>2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.</li> <li>3. Investigate, research, and synthesize information from various media sources.&gt;</li> </ol>	
	<p><b>Goal 1:</b> The student will be able to define and understand the elements and characteristics of Shakespearean tragedy.</p> <p><b>Goal 2:</b> The student will be able to explore the tragic heroes in the Shakespearean tragedies and identify the flaws, events, and influences that led to the tragedy of each hero.</p>	
	<p><b>Essential Questions:</b></p> <p>What are the characteristics of a Shakespearean tragedy?</p> <p>What are the common characteristics of William Shakespeare's tragic heroes?</p>	<p><b>Learning Activities:</b></p> <ul style="list-style-type: none"> <li>• Journals/notes for each play</li> <li>• Reader's journal</li> <li>• Dialectical journal</li> <li>• Theater games – taken from various teachers' aids</li> <li>• Collaborative group creation of a scene from a tragedy</li> <li>• Quotation games</li> </ul>

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

L.11-12.4.c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

## Enduring Understandings:

Shakespearean tragedy incorporates Elizabethan contemporary issues within different settings and time periods.

A tragic hero possesses importance or high rank, exhibits extraordinary talents, displays a tragic flaw, & faces downfall with courage & dignity.

- Collaborative group creation for a film production – include casting, costuming, soundtrack
- Class readings of specific scenes
- Smart Board activities on various tragedies
- Dramatic readings
- Viewing of film adaptations
- Facebook page for character

### Assessment Models:

- Journals
- Classwork
- Group projects
- Quizzes – plot and quotations
- Oral presentation

### Additional resources:

Tragedies, including:

- *Macbeth*
- *Hamlet*
- *King Lear*

Films, including:

- *Hamlet*
- *King Lear* (New adaptation in production)

*No Fear Shakespeare*

*Reading Shakespeare with Young Adults*

Internet sources, including:

- Folger Shakespeare Library
- National Endowment for the Arts
- Youtube



# Curriculum Management System Big Idea 2

<p><b>Exploring Shakespeare</b></p>	<p>Suggested days of instruction: 2 weeks</p>	
<p><b>Quarter 2 Objective/ Cluster Concept/ Cumulative Progress Indicators</b></p> <p>Taken from CPI's in NJCCCS standards  <a href="http://www.nj.gov/education/aps/cccs/">http://www.nj.gov/education/aps/cccs/</a></p> <p><b>The student will be able to:</b></p>	<p><b>Big Idea</b> Shakespeare's Histories</p> <p><b>Topic: Henry V</b></p> <p><b>Overarching Goals:</b></p> <ol style="list-style-type: none"> <li>1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes</li> <li>2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.</li> <li>3. Investigate, research, and synthesize information from various media sources.&gt;</li> </ol>	
<p>RL-11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p>	<p><b>Goal 1:</b> The student will be able to analyze dramatic elements in Shakespeare's history plays.</p> <p><b>Goal 2:</b> The student will be able to analyze dialogue and actions in order to explore a character in a drama.</p>	
<p>RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>SL.11-12.1.a. Come to discussions prepared, having read and researched</p>	<p><b>Essential Questions:</b></p> <p>How can writers use actual events in order to create an engaging story?</p> <p>What effect do Shakespeare's history plays have on society?</p> <p><b>Enduring Understandings:</b></p> <p>Shakespeare's history plays include both comedy and drama.</p> <p>Shakespeare's history plays provided a glimpse into the politics, entertainment, and social issues of his time.</p>	<p><b>Learning Activities:</b></p> <ul style="list-style-type: none"> <li>• Class notes/discussion on Shakespeare history plays</li> <li>• Research life of real-life Henry V</li> <li>• Viewing of movie</li> <li>• Scene selection for performance</li> <li>• Journal responses on movie</li> <li>• Dialectical journals</li> <li>• Create campaign speech for Henry V running for President of the United States</li> <li>• Compare and contrast Henry V with a modern-day leader</li> </ul>

material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

L.11-12.5.a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

**Assessment Models:**

- Classwork
- Discussion
- Journal entries
- Essay
- Quizzes
- Project

**Additional resources:**

*Henry V* (1989 movie version)

Laptops for research

Smart Board

Excerpts from *Henry V* from Internet

Teacher resources, including:

- Shakespeare Theater Company
- Folger Shakespeare Library
- PBS
- Discovery Education

*Reading Shakespeare with Young Adults*

# Curriculum Management System Big Idea 3

<p><b>Exploring Shakespeare</b></p>	<p>Suggested days of instruction: 2 weeks</p>	
<p><b>Quarter 2 Objective/ Cluster Concept/ Cumulative Progress Indicators</b></p> <p>Taken from CPI's in NJCCCS standards  <a href="http://www.nj.gov/education/aps/cccs/">http://www.nj.gov/education/aps/cccs/</a></p> <p><b>The student will be able to:</b></p>	<p><b>Big Idea Performance</b></p> <p><b>Topic: Creating a trailer</b></p> <p><b>Overarching Goals:</b></p> <ol style="list-style-type: none"> <li>1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes</li> <li>2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.</li> <li>3. Investigate, research, and synthesize information from various media sources.&gt;</li> </ol>	
<p>RL.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<p><b>Goal 1:</b> The student will be able to interpret a Shakespearean play.</p> <p><b>Goal 2:</b> The student will be able to collaborate with others to determine characterization, setting, and theme of a play.</p>	
<p>SL.11-12.1.b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p><b>Essential Questions:</b></p> <p>How can music contribute to the overall theme of a literary work?</p> <p>What skills are necessary in order to perform a drama?</p> <p><b>Enduring Understanding:</b></p> <p>Shakespeare's plays are meant to be performed, and the best way to comprehend his work is visually.</p>	<p><b>Learning Activities:</b></p> <ul style="list-style-type: none"> <li>• Group project: create a trailer for any one Shakespeare play</li> <li>• Create a "movie poster"</li> <li>• Create a movie soundtrack</li> <li>• Screen the trailers for the class</li> </ul> <p><b>Assessment Models:</b></p> <ul style="list-style-type: none"> <li>• Collaborative assessments</li> <li>• Final project</li> <li>• Journals</li> <li>• Class discussion</li> </ul>

SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

**Additional resources:**

Smart Board

Laptops

Flash drives

Software

Cameras

Various plays by William Shakespeare

# Course Benchmarks

These are the CPI's you identified in the Curriculum Management system. They are the things your students will be able to do when they are finished this course.

## **Students will be able to:**

- 1. Analyze the effects of historical and cultural influences and events on a drama.**
- 2. Research and present findings.**
- 3. Analyze the language of sonnets.**
- 4. Analyze and evaluate the importance of setting and character to a play's plot.**
- 5. Compare and contrast various film adaptations of Shakespeare's comedies.**
- 6. Define and understand the elements and characteristics of Shakespearean tragedy.**
- 7. Explore the tragic heroes in Shakespeare's works.**
- 8. Analyze dramatic elements in Shakespeare's history plays.**
- 9. Analyze dialogue and actions in order to explore characterization.**
- 10. Collaborate with others to determine characterization, setting, and theme.**